

# WRITING STANDARDS

## GLOSSARY

<b>Sentence Structure</b>	A group of words that expresses a complete thought. In the English language, a sentence must have a subject and a <u>predicate</u> . Three examples of different types of sentence structure are the <u>simple sentence</u> , the <u>compound sentence</u> , and the <u>complex sentence</u> .
<b>Simple sentence</b>	<p>A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. In the following simple sentences, subjects are in yellow, and verbs are in green.</p> <div> <p>A. Some <b>students</b> <b>like</b> to study in the mornings.</p> <p>B. <b>Juan</b> and <b>Arturo</b> <b>play</b> football every afternoon.</p> <p>C. <b>Alicia</b> <b>goes</b> to the library and <b>studies</b> every day.</p> </div>
<b>Compound sentence</b>	<p>A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: <i>for, and, nor, but, or, yet, so</i>. (Helpful hint: The first letter of each of the coordinators spells <i>FANBOYS</i>.) Except for very short sentences, coordinators are always preceded by a comma. In the following compound sentences, subjects are in yellow, verbs are in green, and the coordinators and the commas that precede them are in red.</p> <div> <p>A. <b>I</b> <b>tried</b> to speak Spanish, <b>and</b> my <b>friend</b> <b>tried</b> to speak English.</p> <p>B. <b>Alejandro</b> <b>played</b> football, <b>so</b> <b>Maria</b> <b>went</b> shopping.</p> <p>C. <b>Alejandro</b> <b>played</b> football, <b>for</b> <b>Maria</b> <b>went</b> shopping.</p> </div>
<b>Complex sentence</b>	<p>A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as <i>because, since, after, although, or when</i> or a relative pronoun such as <i>that, who, or which</i>. In the following complex sentences, subjects are in yellow, verbs are in green, and the subordinators and their commas (when required) are in red.</p> <div> <p>A. <b>When</b> <b>he</b> <b>handed</b> in his homework, <b>he</b> <b>forgot</b> to give the teacher the last page.</p> <p>B. The teacher <b>returned</b> the homework <b>after</b> <b>she</b> <b>noticed</b> the error.</p> <p>C. The <b>students</b> <b>are studying</b> <b>because</b> <b>they</b> <b>have</b> a test tomorrow.</p> <p>D. <b>After</b> <b>they</b> <b>finished</b> studying, <b>Juan</b> and <b>Maria</b> <b>went</b> to the movies.</p> <p>E. <b>Juan</b> and <b>Maria</b> <b>went</b> to the movies <b>after</b> <b>they</b> <b>finished</b> studying.</p> </div>
<b>Paragraph Structure</b>	<p><b>Topic Sentence:</b> A topic sentence comes at the beginning of a paragraph and introduces an overall idea that you want to discuss later in the paragraph.</p> <p><b>Supporting sentences or details:</b> They are called "supporting" because they "support," or explain, the idea expressed in the topic sentence. At minimum, you should have at least <u>five</u> to <u>seven</u> sentences in your paragraph.</p> <p><b>Concluding sentence:</b> The sentence at the end of the paragraph which summarizes the information that has been presented. The concluding sentence is similar to, but not exactly the same as, the topic sentence.</p>
<b>Introduction</b>	<p>This is the first few sentences at the beginning of a paper. The introduction will differ depending on the purpose of paper. For example:</p> <p><i>Writing to explain</i> - the topic sentence will be more detailed and provide information about the paper.</p> <p><i>Writing to entertain</i> - introduction will be rich, exciting or intense. It will grab the reader's attention and</p>

	<p>make the reader want to read more.</p> <p><i>Writing to persuade</i>- It may have a fact or two, a convincing argument, or use sympathy.</p> <p><i>Writing a narrative</i>: introduction will introduce the life of the writer in some way, and should also grab reader's attention.</p>
<b>Conclusion</b>	<p>This is the last few sentences at the end of a paper. The conclusion may differ depending on the purpose of the paper. For example:</p> <p><i>Writing to explain</i>: The conclusion will most often be similar to the introduction and summarize the paper.</p> <p><i>Writing to entertain</i>: conclusion will show how story ends, provide a solution to a problem, or leave the reader in suspense for the sequel.</p> <p><i>Writing to persuade</i>: Will often have a final plea persuade reader to buy into their belief using a persuasive technique of some sort.</p> <p><i>Writing a narrative</i>: This should be the writers heart felt reflection of how they feel about the topic of the paper.</p>
<b>Pre-writing</b>	Writer will use thinking maps to brainstorm ideas about a topic, then carefully choose from those ideas and organize them sequentially or by importance. (circle map, tree map and flow map)
<b>Draft</b>	Writer will take the organized maps to then write the details into a full page paper. Writer will begin with an introduction, then (three) full body paragraphs and a conclusion.
<b>Edit</b>	<p>Writer will carefully read over their paper looking for any conventional mistakes, organizational concerns, and grammatical errors, redundant or boring words and will look for ways to enhance their writing.</p> <p>Writer will read their paper aloud back to themselves, listening for sentence fluency. It may also help to gain the assistance of a peer or teacher to help look over paper with a more objectionable view.</p>
<b>Revise</b>	Writer will take all editing marks or remarks into consideration, fix all errors found, update suggested boring words, correct spelling and conventional errors etc...
<b>Publish</b>	Writer will re-write the paper using all the corrections made in their nicest handwriting or type up the paper using a well-organized format.
<b>Organization</b>	<p>ORGANIZATION is the structure of the paper. The order should be logical and effective so that the reader hardly thinks about it. The information should be delivered at just the right moment. There should be an inviting lead that "hooks" the reader. The body should build to an important point by using supporting details that fit where they are placed. The conclusion should tie everything together. The ideas should be linked together with smooth transitions.</p> <p><a href="http://www.kimskorner4teachertalk.com/writing/sixtrait/sixtrait/handbook.html#ideas">http://www.kimskorner4teachertalk.com/writing/sixtrait/sixtrait/handbook.html#ideas</a></p>
<b>Voice</b>	<p>VOICE shows the writer's personality. The writing has a sound different from everyone else's. It contains feelings and emotions so that it does not sound like an encyclopedia article. The reader should be able to sense the sincerity and honesty of the writer. The writer should be writing from the heart. The language should bring the topic to life for the reader. The voice should be appropriate for the topic, purpose, and audience of the paper.</p>
<b>Word Choice</b>	<p>With good WORD CHOICE, the writer creates a mental picture for the reader by using words that are specific and accurate. The writer uses strong action verbs whenever possible to show the reader what is happening rather than <i>te//</i> the reader. The adjectives are as descriptive as possible. The nouns are specific, not general. Striking words and phrases catch the reader's eye, but the language is natural and not overdone. Slang and clichés are used sparingly, if at all. The writing is fresh, appealing, and full of energy.</p>
<b>Sentence Fluency</b>	<p>SENTENCE FLUENCY is the readability of the paper. The sentences should flow smoothly from one to the next. The writing should sound natural--the way someone might talk. The sentences should have different beginnings, lengths, and structures. The paper should be written in complete sentences, not fragments. Any fragments that are used should add to the quality of the message. Also, the paper should not be one long sentence containing no punctuation.</p>
<b>Conventions</b>	<p>WRITING CONVENTIONS include spelling, punctuation, capitalization, grammar, and paragraphing. The writer should use conventions to enhance the readability of the paper. Spelling should be correct on all words. Punctuation should be smooth and guide the reader through the paper. Capitalization should be used correctly. Paragraphing should reinforce organization. The writer may manipulate conventions for effect.</p>
<b>Ideas and</b>	IDEAS AND CONTENT is what the writer has to say, a message. The ideas should be fresh and original.

<b>Content</b>	The ideas should also come from the writer's experience. The paper should be interesting and hold the reader's attention all the way through. The paper should contain supporting details that enrich the main idea. The main ideas should stand out from the supporting details. The writer should show how people respond to life and to each other.
<b>Purpose/ Audience</b>	A writer must know the purpose of their paper first and foremost. Is it to entertain, persuade, teach, or inform the reader? Before the writer can begin writing their paper, they must decide on or acquire the information about their audience (or who will be reading their paper). An informative paper will be written differently if the audience is a group of young children or a group of adults. Persuasive papers depend on the knowledge of the audience. Girls ages 6-8 will have severely different likes and wants than woman ages 40-45.
<b>Expressive writing</b>	Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events. The use of a story plot including a detailed beginning, middle and end are used.
<b>Expository writing</b>	Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis or belief based on research, observation, and/or experience. Can be written in a variety of forms: <i>essay, summary, newspaper article, reflective paper, log, journal</i>
<b>Functional writing</b>	Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.
<b>Persuasive writing</b>	Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.
<b>Literary response</b>	Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.
<b>Research writing</b>	Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.
<b>Figurative Language</b>	The use of poetic devices or figurative language in ones writing can flourish a written piece. Some devices include: similes, metaphors, hyperboles, idioms, alliteration, etc... (see reading glossary for a full list and definitions.
<b>Dialogue</b>	<p>The use of dialogue in a paper can enrich the writing and allow the reader to gain a much better understanding of the characters and the author's purpose. It should not be overly used, but included just enough to add that connection.</p> <p><i>Basic Dialogue Rules:</i></p> <ol style="list-style-type: none"> <li>1. Two pairs of double quotation marks surround what someone says.</li> <li>2. Punctuation goes inside the double quotation marks.</li> <li>3. After the quotation marks, add a dialogue tag (like 'said') to identify who spoke.</li> <li>4. End the sentence with a period.</li> </ol> <p>Example: "I want some lemonade," Bobby said.</p>
<b>Imagery</b>	Imagery is simply adding detailed and descriptive words or phrases about what you see, hear, feel, taste, or smell. The use of imagery shows the reader what you are describing.